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ABSTRACT

This document responds to the components of North Carolina's Excellent Schools Act that pertain to mentoring. The first section includes tools for the selection of mentors: a listing of mentor selection criteria, a mentor nomination form, a faculty survey instrument for mentor candidates, interview questions for mentors, a mentor application form, and a selection team recommendation form. The second section includes tools for the mentoring process: a model contract between mentor and principal, a mentor contact log, a novice teacher contact log, a mentor teacher self-evaluation form, and a novice teacher evaluation of mentor form. The third section offers tools for evaluation: selection criteria for mentor training programs, and a questionnaire for evaluation of the initial licensure program. The fourth section provides mentoring resources in the forms of journal articles, ERIC documents, books/reports, and resources to order. (SM)

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ED 412 211

Mentoring of Novice Teachers

Toolkit for MENTORING

Effective Beginnings for Novice Teachers

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SP037593

Public Schools of North Carolina
State Board of Education • Jay Robinson, Chairman
Department of Public Instruction • Michael E. Ward, State Superintendent

Foreword

If North Carolina is going to retain the caliber of teachers necessary to insure student success, quality induction programs must be in place to support the novice teacher. Research indicates that teacher effectiveness is directly linked to quality induction programs which include orientation and mentoring. To this end, the North Carolina General Assembly has provided support and focus for these measures through passage of the Excellent Schools Act. In the coming months the State Board of Education and the Department of Public Instruction will be providing support, guidance and assistance to local systems in the developing and strengthening the induction, orientation, and mentoring of programs for the Initially Licensed Teacher. This package of information and tools is offered for consideration. Local systems are encouraged to build upon these tools as system-specific needs of teachers are addressed. Through our combined efforts at every level, it is our hope that novice teachers in North Carolina will have a more successful induction into the teaching profession.

Jay M. Robinson

Jay Robinson, Chairman
State Board of Education

Michael E. Ward

Michael E. Ward, State Superintendent
Department of Public Instruction

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Purpose

The purpose of this document is to respond to components of the Excellent Schools Act that pertain to mentoring:

A. SUPPORT AND MENTORS PROVIDED FOR ALL BEGINNING TEACHERS

Section 9. The State Board of Education shall develop a mentor program to provide ongoing support for teachers entering the profession. In developing the mentor program, the State Board shall conduct a comprehensive study of the needs of new teachers and how those needs can be met through an orientation and mentor support program. For the purpose of helping local boards to support new teachers, the State Board shall develop and distribute guidelines which address optimum teaching load, extracurricular duties, student assignment and other working condition considerations. The State Board also shall develop and coordinate a mentor teacher training program. The State Board shall develop criteria for selecting excellent, experienced and qualified teachers to be participants in the mentor teacher training program. The State Board shall report to the Joint Legislative Education Oversight Committee prior to February 15, 1998, on its progress in implementing this section.

EXTRA PAY FOR MENTOR TEACHERS

Section 21. It is the goal of the General Assembly to fund a mentor teacher program that will recognize the achievements of excellent, experienced teachers and will provide each newly certified teacher with a qualified and well-trained mentor. The funds shall be used to compensate each mentor for serving as a mentor prior to and during the school year.

SENATE BUDGET BILL- "Extra Pay for Mentor Teachers"

Section 8.37, p. 82. Of the funds appropriated to State Aid to Local School Administrative units, the sum of three million five hundred thousand dollars ($3,500,000) for the 1997-98 fiscal year shall be used to provide every newly certified teacher with a qualified and well-trained mentor. These funds shall be used to compensate each mentor at the rate of (1) one hundred dollars ($100.00) per month for a maximum of 10 months for serving as a mentor during the school year, and (ii) one hundred dollars ($100.00) for serving as a mentor for one day prior to the beginning of the school year (Section 8.37, p.82).

The intent of this toolkit is to provide LEAs with sample tools to assist with the implementation of this new legislation signed June 24, 1997. Mentoring tools are included that have been tried and proven effective during the twelve years of the NC Initial Certification/Licensure Program that was implemented statewide January 1985. Contributions and input have been provided by LEAs, professional organizations and institutions of higher education. Use of these forms is not mandatory; however, many systems have found them helpful and effective in implementing a Mentor Program.

Introduction

Beginning with thirteen pilot projects during the 1982-83 academic year, the Department of Public Instruction has developed and implemented mentor support programs. These projects, built on the foundation of the Effective Teacher Training Program and the Teacher Performance Appraisal System, focused on the critical issues related to the establishment of a support system for beginning teachers, and the review and assessment of teacher effectiveness for initial and continuing licensure. Results of this project work were utilized in the formulation of related administrative procedures for consideration and adoption by the State Board of Education.

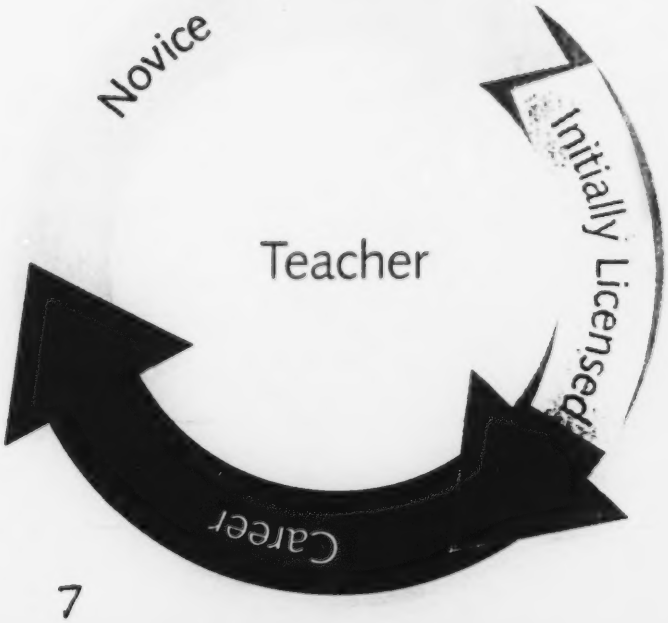
Since that time local units have developed initial licensure plans to support the induction of novice teachers. Recent trends in teacher turnover and attrition have renewed commitment to the mentoring process. The training of mentors is a systematic, planned, developmental and cumulative process. Short term considerations include:

-selection and assignment of mentor teachers
-orientation of novice teachers
-local mentoring process
-evaluation of local mentor training program

Materials in this package are sample tools from which school systems may select to meet these short term requirements. Long term considerations include:

-first draft of updated state mentor training program (Fall 1997)
-statewide dissemination of North Carolina Mentor Training Program (Spring 1998)
-licensure process for continuing license (Spring 1998)

Tools for the Selection of Mentors



CRITERIA FOR SELECTION OF A MENTOR

Persons in the role of mentor should be chosen from a pool of willing volunteers rather than appointed. There are certain prerequisite knowledges, skills and attitudes mentors should possess to be effective in this role. These include:

Prerequisites

- Career status
- North Carolina license in the same field as novice teacher to be mentored, whenever possible
- Completed 4 years successful teaching experience, preferabaly at the grade level or in the subject area assigned to the mentor
- Well above average evaluation on the most recent performance appraisal instrument
- Mentor training of at least 24 hours

Knowledges

- Needs and concerns of new teachers
- Adult development and learning theory
- School and community cultures
- Role of the mentor
- Styles of supervision
- Coaching and modeling
- Reflective practice
- Interpersonal development
- Effective teaching practices
- Helpful relationship qualities
- ILT assessment methodology and instruments
- North Carolina's Initial Licensure Program guidelines

Skills

- Problem solving
- Assessing and responding to the needs and accomplishments of the novice teacher
- Data collection techniques
- Observation and recording
- Effective communication
- Active listening
- Time management
- Reflection
- Conflict resolution
- Collaboration

Attitudes

- Professional demeanor
- Sensitive and genuine
- Tolerant
- Flexible
- Positive and caring
- Credible with peers
- Knowledgeable and competent
- Trustworthy
- Accepting and empathetic
- Understanding
- Nurturing and supportive
- Capable of challenging
- Enthusiastic
- Confident
- People oriented
- Desire to mentor
- Committed to professional growth

MENTOR TEACHER NOMINATION FORM

If you wish to nominate a teacher to be a mentor, please complete this form and submit it to the principal or ILP coordinator.

Nominee's Name: _____ School: _____

How long and in what capacity have you known nominee: _____

_____

Mentors are experienced teachers who assist and guide novice teachers as they enter the profession. Mentors must have a strong knowledge base from which to operate and must possess and utilize a variety of skills. Mentors must model positive, personal and professional attitudes. Please address the following areas as fully as possible based on your experience with this person.

- Knowledges

- Skills

- Attitudes

- Other

Name of nominating person: _____ Title: _____

Signature: _____ Date: _____

Address: _____ Telephone: _____
(area code)

_____ E-mail: _____
city state zip code

Faculty Survey Instrument for Mentor Candidates

This survey is designed for principals to determine who others consider good candidates for mentors.

On this staff:

_____ 1.To whom would you go to with a classroom management problem?

_____ 2. With whom would you feel comfortable sharing a personal problem?

_____ 3. If you had curriculum questions, with whom would you consult?

_____ 4. Who would be objective in helping to resolve a conflict?

_____ 5. Who is willing to share effective instructional strategies with other teachers?

_____ 6. Who is generous with materials, ideas and information?

_____ 7. Who is willing to devote extra time to a project?

_____ 8. Who has a positive, enthusiastic attitude toward teaching?

_____ 9. Who can challenge without being critical?

_____10. Who is flexible enough to see more than one solution to a problem?

_____11. Who has demonstrated an on-going willingness to help beginning teachers?

_____12. Who holds personal information about students and other teachers in confidence?

_____13. Who would you invite to observe you and give constructive feedback? Who could help you if you had a concern about something happening or not happening in your classroom?

_____14. Who makes it easier for you to get through the day?

_____15. Who is dedicated to professional growth?

_____16. Who would you most like to have as your mentor if you were a novice teacher?

_____17. With whom would you consult regarding or concerning questions on school and system policies?

_____18. Who models professionalism?

_____19. Who has insight and understanding of the community culture?

_____20. Who is aware of local, regional and state resources for teachers?

Interview Questions for Mentors

These questions are designed for principals or others to use to interview potential mentor teachers.

1. Are you willing to find the time to devote to serving as a mentor?

2. Are you willing to mentor a teacher throughout their three-year licensure period?

3. How will you use self-assessment and reflection to encourage growth in novice teachers?

4. What professional development experiences have been meaningful to your growth?

5. How can you support novice teachers while challenging them to grow?

6. How can you alleviate some of the burdens placed on novice teachers?

7. What were your concerns as a beginning teacher? How will you address these same concerns with a novice teacher?

8. How has a mentor or mentor relationship affected your commitment to teaching?

9. What information about our school would you provide for novice teachers?

MENTOR PROGRAM APPLICATION

This is designed for teachers to apply to become a mentor.

PART 1: GENERAL INFORMATION SHEET

Name: _____ School: _____

Subjects/grades of Current Teaching Assignment _____

_____

Home Address: _____

_____ Home Phone: _____
city state zip code (area code)

A. **Educational Background** (degrees -- including institutions and dates, as well as licensure areas):

_____

_____

_____

B. **Professional Experience** (include teaching, number of student teachers supervised and other professional assignments in _____ School System):

_____

_____

_____

C. **Specialized Training** (include courses in supervision, North Carolina Effective Teacher Training, Teacher Performance Appraisal Training, North Carolina Mentor/Support Team Training Program, COET, TESA, Assertive Discipline, etc.):

_____

_____

_____

PART 2: OPEN-ENDED QUESTIONS

These questions could also be used in an interview

Write at least three sentences in response to each question below. (there are no right or wrong answers):

A. When you think about your role as a teacher, supervisor or mentor, what concerns you most?

B. Describe the kind of persons you are most comfortable helping. Why?

C. What innovations or new ideas have you tried in your classroom during the last two years and how did you assess the effectiveness of the innovations?

D. What are a few methods you would use to assist a novice teacher having problems with student behavior?

SIGNATURE:_____ **DATE:** _____

PART 3: RECOMMENDATIONS

PRINCIPAL'S RECOMMENDATION

Mentor Applicant's Name: _____

School: _____

Principal's Name: _____

Please place this recommendation in an envelope, seal the envelope and sign across the seal. Return it to the applicant to be sent with the remainder of the application. Replies will be treated with strict confidentiality.

1. How long and in what capacity have you known the applicant?

2. The Mentor Program is looking for teachers who are empathic, who build friendships easily, who are themselves models of effective teaching and who discuss teaching with fluency. Briefly give your assessment of the applicant's ability to fill the role of the mentor.

SELECTION TEAM RECOMMENDATION FORM

(District, Building or Administrator - to be completed based on consensus of team)

Name:_____

Please check one of the following statements and sign below.

_____ I highly recommend this person as a mentor teacher. She/he meets the following conditions for becoming a mentor teacher:

1. Career status in _____ School System.
2. North Carolina license in field of novice teacher to be mentored, whenever possible.
3. Completed 4 years successful teaching experience.
4. Positive/favorable evaluations on the most recent performance appraisal instrument.
5. Completed 24 hours of mentor training.

_____ I recommend this person as a mentor teacher.

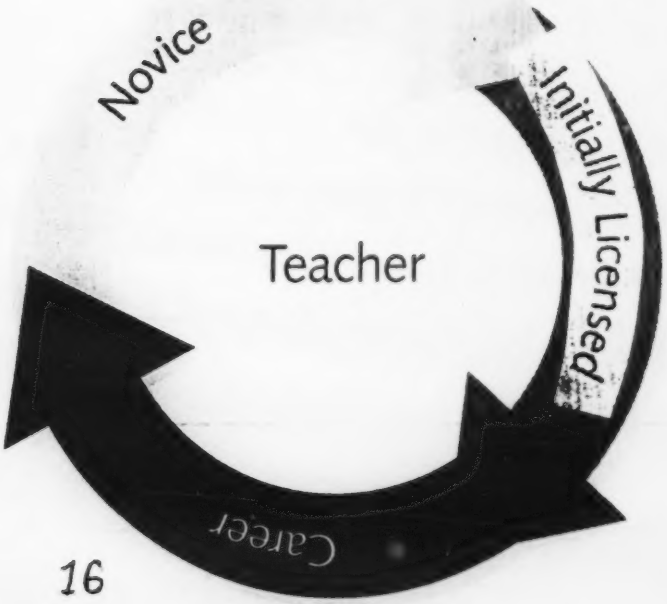
_____ I recommend this person with reservation.

_____ I do not recommend this teacher become a mentor teacher of novice teachers at this time.

Please comment concerning your overall recommendations of this person as a mentor of novice teachers.

Signature: _____ Date:_____

Tools for the Mentoring Process



Model Contract
Between Mentor and Principal

Mentor's Statement:

I, _____, would like to participate as a mentor for the school year, _____.
In order to be paid as a mentor, I agree to:

- Participate in mentor **training** as deemed appropriate;
- Participate in school/LEA sessions related to the mentor's role in novice teacher **orientation**;
- **Meet** with the novice teacher as follows:
    - **daily**, during the pre-work days and the first month of school;
    - **at least twice a week**, until winter break; and
    - **frequently, on a regular basis**, for the rest of the school year
- Commit to the additional **time** required to mentor the novice teacher (i.e. observations for coaching purposes, conferencing, record keeping, etc.);
- Complete any necessary **documentation**;
- Fulfill all **roles/responsibilities** of the mentor; and,
- Hold in **confidence** information about the novice teacher.

_____ _____
(Mentor's Signature) (Date)

****

Principal's Statement:

I, _____, the principal of the mentor teacher identified above, agree to:

- Assist the mentor in fulfilling the contractual obligations of mentoring listed above;
- Assist the mentor teacher in developing the knowledges, skills and attitudes needed to successfully complete the mentoring process;
- Attend and participate in training sessions related to mentoring;
- Provide encouragement, support and reinforcement at the beginning of the school year and throughout the school year; and,
- Attempt to provide release time to the mentor and novice teacher during the instructional day.

_____ _____
(Principal's Signature) (Date)

Mentor Log Sheet

This document is to be used by the mentor teacher to record dialogue, meetings, etc. during which assistance is provided the new teacher.

Date	Time	Issues	**Results** (outcome based on interaction)

Reflections

Novice Teacher Log Sheet

This document is to be used by the novice teacher to record dialogue, meetings, etc. during which assistance is given by the mentor.

Date	Time	Issues	Results (outcome based on interaction)

Reflections

Mentor Teacher Self-Evaluation

This is designed for the mentor to reflect on the effectiveness of the mentor/novice teacher relationship. A principal might use this instrument and the Novice Teacher Evaluation of Mentor Teacher form to evaluate the effectiveness of the relationship. This comparison might be the basis for self-reflection and conferencing.

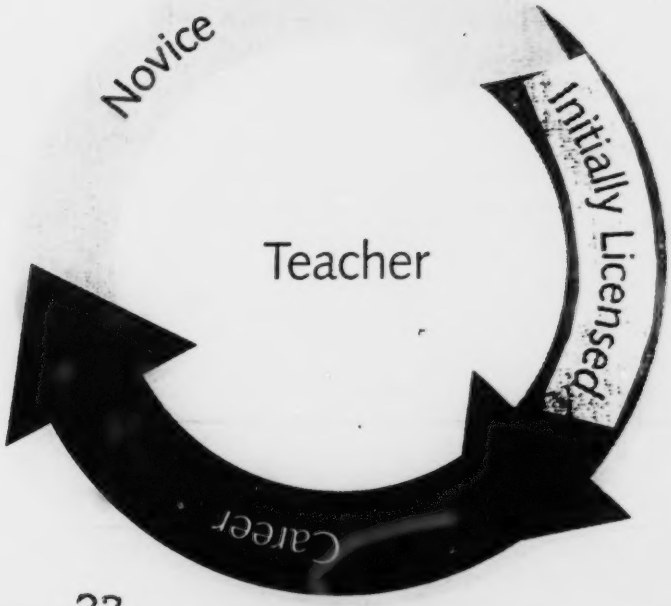
Never	Sometime	Frequently	Always	
				1. I accept the teacher as a unique individual.
				2. I help the teacher feel he/she belongs in the school and in the profession.
				3. I show confidence in the teacher.
				4. I let the teacher know I care about him/her.
				5. I make the teacher feel he/she has something to contribute.
				6. I sense that the teacher is comfortable bringing problems to me.
				7. I let the teacher express his/her feelings and ideas.
				8. I live up to the agreements we have made.
				9. I hold inviolate confidential information about the novice teacher.
				10. I provide him/her with resources for developing constructive ideas.
				11. I offer constructive feedback based on observational data.
				12. I respectfully and actively listen to and consider his/her point of view.
				13. I continually seek to improve my ability to assess others in a just and impartial way.
				14. I refrain from negative comments and making misinformed judgements about others.
				15. I treat the novice teacher without prejudice.
				16. I continually seek to improve my professional and interpersonal skills.
				17. I model self-reflection.
				18. I nurture the teacher's self-reflection.
				19. I volunteer my special skills.
				20. I am proud of my profession.
				21. I evaluate the attitudes and activities of the novice teacher with an open mind.
				22. I encourage the personal and professional growth of this teacher.
				23. I am kind and tolerant.

Novice Teacher Evaluation of Mentor Teacher

This is designed for the novice teacher to reflect on the effectiveness of the mentor teacher and the mentor relationship. A principal might use this instrument and the Mentor Teacher Self-Evaluation Form to evaluate the effectiveness of the relationship. This comparison might be the basis for self-reflection and conferencing.

Never	Sometimes	Frequently	Always	
				1. Accepts me as a unique individual.
				2. Helps me feel I belong in the school and in the profession.
				3. Shows confidence in me.
				4. Lets me know he/she cares about me.
				5. Makes me feel I have something to contribute.
				6. Senses that I am comfortable bringing problems to him/her.
				7. Lets me express my feelings and ideas.
				8. Lives up to the agreements we have made.
				9. Holds inviolate confidential information about me.
				10. Provides me with resources for developing constructive ideas.
				11. Offers constructive feedback based on observational data.
				12. Respectfully and actively listens to and considers my point of view.
				13. Continually seeks to improve his/her ability to assess others in a just and impartial way.
				14. Refrains from negative comments and making misinformed judgements about others.
				15. Treats me without prejudice.
				16. Continually seeks to improve his/her professional and interpersonal skills.
				17. Models self-reflection.
				18. Nurtures my self-reflection.
				19. Volunteers his/her special skills.
				20. Is proud of his/her profession.
				21. Evaluates my attitudes and activities with an open mind.
				22. Encourages my personal and professional growth.
				23. Is kind and tolerant.

Tools for Evaluations



Selection Criteria for Mentor Training Programs

This instrument is designed to assist in the selection or evaluation of an appropriate mentor training program for your system.

	Criteria					
Topics	Program based in current research/ literature	Opportunities provided to practice skills/concepts in sessions	Opportunities provided to apply concepts to simulated situations	Evaluation of participants' mastery of concepts	Scheduled follow-up session(s) for participants to debrief experiences	Evaluation of effectiveness of trainees' on-the-job performance and its impact
Rationale for induction support						
Characteristics of novice teachers						
Skills for identifying needs and concerns of novice teachers						
Building a helping relationship						
Adult development and learning theory						
Role and function of mentor teacher						
Cognitive coaching and interactive problem solving						
Classroom observation and conferencing skills						
Styles of mentoring						
Skills for facilitating teacher reflection						
ILT assessment methodology and instruments						
North Carolina's Initial Licensure Program						

EVALUATION OF INITIAL LICENSURE PROGRAM

Answer all questions that apply to the role you served in the ILP.

1. What was most helpful in the Novice Teacher Orientation Program?

2. Do you understand the requirements of the NC Initial Licensure Program (ILP)?

   (a) Yes
   (b) No

3. Check the types of assistance you received through the Initial Licensure Program (multiple responses are permitted):

   ____ (a) moral support
   ____ (b) planning lessons (materials, content, method)
   ____ (c) content familiarization
   ____ (d) classroom management (student control/discipline)
   ____ (e) locating classroom materials
   ____ (f) student evaluation procedures
   ____ (g) modeling skills
   ____ (h) establishing realistic student progress expectations
   ____ (i) observation/feedback from mentor
   ____ (j) student motivation methods
   ____ (k) conducting parent conferences
   ____ (l) time management (personal/professional)
   ____ (m) peer relations
   ____ (n) personal growth/development
   ____ (o) orientation to faculty, facilities, payroll and benefits
   ____ (p) orientation to community
   ____ (r) mentor in close proximity (preferably next door or same hall)
   ____ (s) mentor with same license
   ____ (t) realistic teaching assignment
   ____ (u) little or no responsibility in addition to teaching assignment
   ____ (v) assignment of one ILT per mentor
   ____ (w)collegial support meetings
   ____ (x) other, please specify: _____
   ____ (y) other, please specify: _____
   ____ (z) other, please specify: _____

4. Which of the following most accurately describes your relationship with your mentor?

(a) my mentor not only helps me in areas in which I am having difficulty, but also frequently makes suggestions aimed at improving my overall teaching.
(b) my mentor frequently visits with me and we discuss concerns I may be having.
(c) assistance is available when I specifically ask for it.
(d) no assistance has been offered to me.

5. How comfortable do you feel with your mentor?

(a) very comfortable
(b) comfortable
(c) indifferent
(d) uncomfortable
(e) very uncomfortable

6. Have educators other than those employed at your school provided support to you?

(a) yes, specify titles _____
(b) no

7. How well did your teacher preparation program prepare you for the real world of teaching?

(a) extremely well
(b) moderately well
(c) poorly
(d) not at all

8. Rate the extent to which your preparation program was effective in preparing you for each of the following teaching functions (1=highly effective, 2=effective, 3=somewhat effective, 4=ineffective, 5=very ineffective):

____ (a) Management of Instructional Time
____ (b) Management of Student Behavior
____ (c) Instructional Presentation
____ (d) Instructional Monitoring
____ (e) Instructional Feedback

9. On the basis of your experiences, who has provided the most effective assistance?

(a) mentor
(b) co-workers not assigned as a mentor
(c) other (specify): _____
(d) no assistance provided

10. Which of the following most accurately describes the growth experienced through the mentor relationship?

    (a) extremely beneficial
    (b) beneficial
    (c) slightly beneficial
    (d) no significant effects
    (e) more detrimental

11. Which of the following most accurately describes the effect(s) the Initial Licensure Program (ILP) has had on you?

    (a) extremely beneficial
    (b) beneficial
    (c) slightly beneficial
    (d) no significant effects
    (e) detrimental

12. What do you perceive to be the greatest strengths of the NC Initial Licensure Program?

13. What specific suggestions do you have for improving the NC Initial Licensure Program?

14. What does your school system need to provide in order for the ILP to be more beneficial?

15. In what areas would you like additional training while in the Initial Licensure Program?

16. Please indicate your roles. Check all that apply.

____ a. IL Teacher* (Circle one. First Year, Second Year, Third Year)
____ b. Mentor
____ c. ILP Coordinator
____ d. Principal
____ e. Other

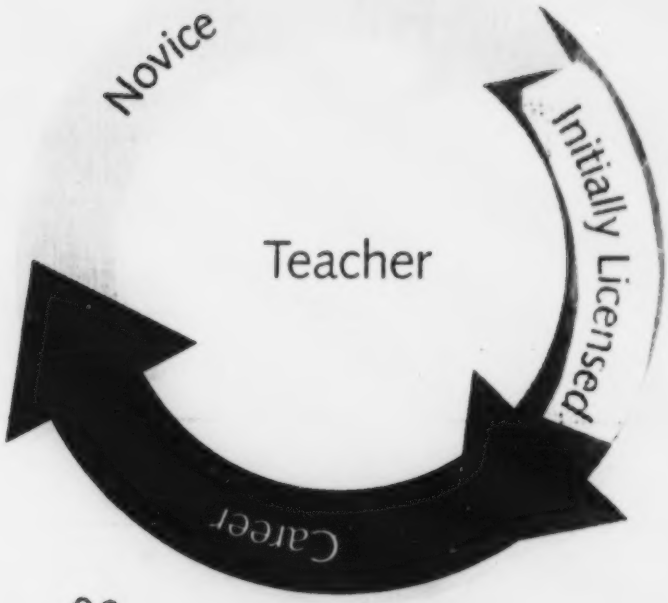
*If you are a classroom teacher, what grade level(s) do you teach? _____

17. How long have you served in this capacity? _____

18. Please indicate the school system where you work. _____

19. What other issues related to the ILP need to be addressed?

Mentoring Resources



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MENTORING RESOURCES

Public Schools of North Carolina
State Board of Education
Jay Robinson, Chairman
Department of Public Instruction
Michael E. Ward, State Superintendent

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Selected Journal Articles

Abell, Sandra K., et al. "Somebody to Count on: Mentor/Intern Relationships in a Beginning Teacher Internship Program," TEACHING AND TEACHER EDUCATION, Vol 11, No. 2 (March, 1995), pp. 173-188.

This qualitative interview study examined mentor and intern relationships in one state-mandated beginning teacher internship program. Interviews with mentors and interns indicated that they jointly constructed their relationships. The relationships were undergirded by mutual respect and trust. Interns needed mentors who mainly supported them as fledgling teachers.

Anders, Larry W., Edward F. Centofante, and James T. Orr, "New Teachers: Easing the Transition," PRINCIPAL, Vol. 70, No. 1 (September, 1990), pp. 51-52.

Brief; for the administrator-practitioner.

Ballantyne, Roy, et al. "Mentoring Beginning Teachers: A Qualitative Analysis of Process and Outcomes," EDUCATIONAL REVIEW, Vol. 47, No. 3 (November 1995), pp. 297-307.

Reflections of 16 beginning teachers and 9 who served as "buddy" mentors showed that the mentors provided personal and emotional support and task-related and problem-related assistance and advice. However, they sometimes lacked knowledge of progressive teaching methods, were unable to address development of teaching style, and did not fill the need for critical reflection and feedback.

Barker, George P., and Cynthia G. Desrochers. "A Head Start for Student Teachers," EXECUTIVE EDUCATOR, Vol. 14, No. 5 (May, 1992), pp.23-24.

Guidelines for supervising teachers include an annual meeting, preparing classes for student teachers, demonstrating good teaching/planning, and promoting professionalism.

Barnett, Bruce G. "Developing Reflection and Expertise: Can Mentors Make the Difference?" JOURNAL OF EDUCATIONAL ADMINISTRATION, Vol. 33, No. 5 (1995), pp. 45-59.

Examines the principles and practices of cognitive coaching as a viable mentoring tool. Provides mentor/coaches with practical suggestions for utilizing reflective questioning strategies, clarifying and probing responses, and taking a nonjudgmental stance. Overviews a mentor-preparation training model aimed at helping proteges become self-directed, expert problem solvers.

Brown, Clayrine M., and Sandra F. Peterson. "Mentoring: A Positive Change," KAPPA DELTA PI RECORD, Vol. 27, No. 3 (Spring,1991), pp.84-86.

Includes a list of job description elements for a mentor teacher: demonstrating effective instruction, regular meetings with the beginning teacher and with higher education faculty mentors, participating in orientation and training for mentors, providing periodic and frequent formative evaluation of each beginning teacher's progress.

Caccia, Paul F. "Linguistic Coaching: Helping Beginning Teachers Defeat Discouragement," EDUCATIONAL LEADERSHIP, Vol. 53, No. 6 (March, 1996), pp. 17-20.

Linguistic coaching is a comprehensive approach to effective communication that helps teachers cope with stress, establish teaching-role authority, and improve their overall outlook and performance. The three principles of linguistic coaching are identifying the performance needing improvement, establishing interpretations behind the performance, and intervening with new interpretations and actions.

Calliari, Carl L. "Beginning Teacher Induction: The Bridge to Lifelong Learning," EDUCATION, Vol. 111, No. 2 (Winter, 1990), pp. 260- 264.

Describes The Beginning Teacher Induction Center at Glassboro (NJ) State College that was designed to offer support services to beginning teachers. The Center was established to reduce attrition and teacher dropout during the first three years of teaching.

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Calliari, Carl L. "The Mentor's Role: Linking Novices to Resources," NJEA REVIEW, Vol. 66, No. 1 (September, 1992), pp. 26-28.

Discusses the stages in the mentor-novice relationship and the concept of brokering professional development; also includes an annotated list of resources on mentoring.

Cave, Ed, and Kathy Mills. "The Batavia Public Schools Mentor Program for New Teachers," ERS SPECTRUM, Vol. 9, No. 4 (Fall, 1991), pp. 12-15.

Describes how a school district developed a program to maintain professional standards and to continue instructional efficiency in a period of rapid staff turnover.

Christensen, John E., and David F. Conway. "The Use of Self-Selected Mentors by Beginning and New-to-District Teachers," ACTION IN TEACHER EDUCATION, Vol. 12, No. 4 (Winter, 1990-1991), pp.21-28.

Issue of self-selected mentors vs. assigned mentors in this study suggests that mentoring support programs must look carefully at the peculiarities of the individual school system then focus on question of changes needed in the nature of the support from the beginning to the end of the year.

Clar, Christine. "Innovations in the Mentoring Process," EQUITY AND EXCELLENCE IN EDUCATION, Vol. 28, No. 2 (September, 1995), pp. 65-68.

Describes innovations in the mentoring process at Quinsigamond Community College (Massachusetts). The author presents a description of the program, its philosophy, the mentor/protege relationship, and an evaluation. Included are suggested activities for mentors to follow in building, developing, and expanding the mentoring relationship.

Colbert, Joel A., and Diana E. Wolff. "Surviving in Urban Schools: A Collaborative Model for a Beginning Teacher Support System," JOURNAL OF TEACHER EDUCATION, Vol. 43, No. 3 (May/June, 1992), pp. 193-99.

Describes a Los Angeles collaborative university-district teacher induction program that increased teacher retention, provided systematic support and assistance, reduced feelings of isolation. After three years, the retention rate was over 95 percent.

Colt, Jacalyn M. "Reading Supervisors: Support for New Teachers in Literature-Based Reading Programs," JOURNAL OF READING, Vol. 34, No. 1 (September, 1990), pp. 64-66.

Argues that providing support for beginning teachers requires conscious effort and planning.

Cooledge, Nancy. "Rescuing Your Rookie Teachers," PRINCIPAL, Vol. 72, No. 2 (November, 1992), pp. 28-29.

Helps principals prepare new teachers for predictable traps of the critical first year. Some common pitfalls include wasting time on chores, assuming too much responsibility, seeking student approval, and failing to prioritize instruction.

Cox, Diane. "Mentor Teachers: An Important School Reform Component," THRUST FOR EDUCATIONAL LEADERSHIP, Vol. 19, No. 3 (November/December, 1989), pp. 56-58.

Describes the California plan to reduce teaching load and provide mentors.

Crain, Carole L., and Terrell A. Young. "How to Meet the Needs of Beginning Teachers," TIPS FOR PRINCIPALS (from NASSP), September, 1990.

Provides administrators with suggestions for inservice seminar sessions and selecting discussion topics. The Performance Enhancement Model (PEM) provides beginning teachers with the necessary tools to enhance their first-year performance; PEM Checklist is included.

Crowe, Chris. "Mentors: Keys to Survival and Growth," ENGLISH JOURNAL, Vol. 84, No. 4 (April, 1995), pp. 76-77.

Gives advice for first-year English teachers. Recounts the difficult circumstances under which one teacher was placed in the classroom. Emphasizes the importance of mentors and mentoring activities.

Daresh, John C., and Marsha A. Playko. "What Does a Mentor Do?," PRINCIPAL, Vol. 71, No. 2 (November, 1991), pp. 38, 40.

Identifies six steps that an effective mentor should follow in sessions with a protege including goal identification, self-directed learning, empowerment, and summarizing mutual agreements.

Deal, Terrence E., and Reva M. Chatman. "Learning the Ropes Alone: Socializing New Teachers," ACTION IN TEACHER EDUCATION, Vol. 11, No. 1 (Spring, 1989), pp. 21-29.

Highlights the problems of teacher socialization, suggests ideas for improvement of existing programs in schools, and provides examples of induction programs.

DiGeronimo, Joseph M. "A Buddy System for Rookie Teachers," PHI DELTA KAPPAN, Vol. 75, No. 4 (December, 1993), p. 348.

Describes a "buddy system" launched in a school district in Daly City, California, in which every new teacher is assigned an experienced teacher who works in the same school. "Buddies" must be tenured, well-organized, meet deadlines, be positive and upbeat, have good communication skills, and demonstrate use of effective teaching strategies. Feedback from the program has been uniformly positive.

Emrick, William S. "Implementing a Mentoring and Peer Coaching Program," ERS SPECTRUM, Vol. 7, No. 3 (Summer, 1989), pp.17-21.

Discusses recruitment of mentors, preparing a handbook, and summer training for mentors.

Ewert, D. Merrill. "Teachers Helping Teachers," ADULT LEARNING, Vol. 5, No. 3 (January/February, 1994), pp. 26-28.

Helps to encourage the facilitator's role in learning by asking: "What is the most important thing you have learned during the past three years?" and "How did you learn it?" Essential skills include asking questions that stimulate reflection, synthesizing what learners say, and finally helping learners articulate their discoveries.

Feiman-Nemser, Sharon, and Michelle B. Parker. "Making Subject Matter Part of the Conversation in Learning to Teach," JOURNAL OF TEACHER EDUCATION, Vol. 41, No. 3 (May-June, 1990), pp. 32-43.

Analysis of conversations reveal ways that mentors deal with beginning teachers' understanding of subject content.

Freshour, Donald J., and Robert W. Hollmann. "Orienting New Teachers for Maximum Effectiveness," NASSP BULLETIN, Vol. 74, No. 527 (September, 1990), pp. 78-83.

Guidelines for orientation and a sample process are provided.

Ganser, Tom. "What are the Concerns and Questions of Mentors of Beginning Teachers?" NASSP BULLETIN, Vol. 79, No. 575 (December, 1995), pp. 83-91.

Summarizes survey responses of 92 mentor teachers. Among respondents' 210 comments, 103 (49%) focus on the mentoring role and 107 (50.9%) relate to perceived obstacles to effective mentoring. Respondents often doubted their mentoring qualifications and voiced concerns about time, pairing methods, beginning teachers' receptiveness, and limited support for mentoring activities.

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Geiger, Adrianne H. "Measures for Mentors," TRAINING AND DEVELOPMENT, Vol. 46, No. 2 (February, 1992), pp. 65-67.

A mentoring evaluation method that assesses performance in the mentoring role and evaluates the impact of mentoring discussions.

Gold, Yvonne. "Reducing Stress and Burnout Through Induction Programs," ACTION IN TEACHER EDUCATION, Vol. XI, No. 3 (Fall, 1989), pp. 66-70.

Discusses four key factors in helping the beginning teacher including support groups and developing self-awareness.

Gray, William. A., and Marilynne M. Gray. "Synthesis of Research on Mentoring Teachers," EDUCATIONAL LEADERSHIP, Vol. 43, No.3 (November, 1985), pp. 37-43.

Also includes a model for a formalized "Helping Relationship" mentoring program to induct beginning teachers.

Harris, Sandra. "A Mentoring Program for New Teachers: Ensuring Success," NASSP BULLETIN, Vol. 79, No. 572 (September, 1995), pp. 98-103.

Describes a successful mentoring program for beginning teachers developed at a Baptist (K-12) school with 700 students and 11 new faculty members. Program mentors were experienced, but not lead teachers. The most frequently discussed problems between mentor and protégé were discipline, classroom management, and the frustrations of never having enough time.

Haviland, Joseph. "One Teacher's Plan for Helping a Rookie," NASSP BULLETIN, Vol. 75, No. 533 (March, 1991), pp. 115-116.

Simple, but plausible strategy for helping the beginning teacher through self-study, observation, and conversation with experienced teachers; lists eleven "assignments."

Healy, Charles, and Alice J. Welchert. "Mentoring Relations: A Definition to Advance Research and Practice," EDUCATIONAL RESEARCHER, Vol. 19, No. 9 (December, 1990), pp. 17-21.

Results provide a definition of mentoring relationships that identifies benefits for both parties and illuminates factors that influence participants' roles.

Hersh, Susan, et al. "Mentoring Entry Year Teachers: A Model for Rural Communities," RURAL EDUCATOR, Vol. 17, No. 2 (Winter, 1996), pp. 331-36.

Rural Clinton County (Ohio) designed a mentoring program utilizing one full-time county mentor working with 11 "buddy" teachers who provided the daily services needed by entry-level teachers. All participants attend training at Wilmington College before the school year, and monthly workshops are held for buddy teachers alone, entry-year teachers alone, and both groups together.

Hofsess, Donna. "The Power of Mentoring: A Moving Force in Staff Development," JOURNAL OF STAFF DEVELOPMENT, Vol. 11, No. 2 (Spring, 1990), pp. 20-24.

While workshop training is the initial focus of staff development, follow-up is recognized as the ongoing, moving force. A strong follow-up program would include: at least three meetings per year with mentors to provide ongoing support, providing mentors with in-depth training in the concepts they will observe, providing opportunities for participants to observe mentors teaching, and training all teachers in basic supervision skills for their own self-analysis.

Huling-Austin, Leslie. "Research on Learning to Teach: Implications for Teacher Induction and Mentoring Programs," JOURNAL OF TEACHER EDUCATION, Vol. 43, No. 3 (May/June, 1992), pp.173-80.

Identifies issues that need addressing before effective teacher induction and mentor programs can be developed: providing beginning teachers with reduced teaching loads, providing opportunities to teach the same content, support from peers/experienced colleagues, formative evaluation.

Huling-Austin, Leslie. "Teacher Induction Programs and Internships," HANDBOOK OF RESEARCH ON TEACHER EDUCATION. W. Robert Houston, ed. New York: Macmillan Pub. Co., 1990, pp. 535-548.

Gives background and history of teacher induction as well as a synthesis of current research.

Huling-Austin, Leslie. "What Can and Cannot Reasonably Be Expected from Teacher Induction Programs," JOURNAL OF TEACHER EDUCATION, Vol. 37, No. 1 (January/February, 1986), pp. 2-5.

Presents goals usually included in induction programs, e.g., improving teaching performance, retention, promotion of teacher well-being, and to meet certification requirements.

Jarmin, Harl R., and Debora S. Mackiel. "Mentor Perceptions of Contact with Beginning Teachers," THE CLEARING HOUSE, Vol. 67, No. 1 (September/October, 1993), pp. 45-48.

Examines four aspects of the beginning teacher-mentor relationship: Who initiates contact and does this change during the year; where do contacts occur; when do the mentor/mentee meet; and how often do they have substantive meetings.

Johnson, Neil A., et al. "The Induction of Teachers: A Major Internship Program," JOURNAL OF TEACHER EDUCATION, Vol. 44, No. 4 (September/October, 1993), pp. 296-304.

Contains a brief synthesis of research on beginning teacher research from around the world as well as a brief discussion of internships. Concludes that internships afford a structured way of easing the transition for novice teachers. Notes that the prevalence of internships in other professions suggests that this alternative should be closely studied.

Johnston, John M. "The Three Ghosts of Teacher Induction: Past, Present, and Future," in REFORMING TEACHER EDUCATION: ISSUES AND NEW DIRECTIONS. Joseph A. Braun, Jr., ed. New York: Garland Publishing Co., 1989, pp. 23-48.

Contains an extended, annotated bibliography.

Kagan, Dona M. "Professional Growth Among Preservice and Beginning Teachers," REVIEW OF EDUCATIONAL RESEARCH, Vol. 62, No. 2 (Summer, 1992), pp. 129-169.

A review of learning-to-teach research and a new model that includes the relevance of self-reflection; procedural, not theoretical knowledge; extended interaction with students; and, developmental readiness.

Kennedy, Mary M. "Some Surprising Findings on How Teachers Learn to Teach," EDUCATIONAL LEADERSHIP, Vol. 49, No. 3 (November, 1991), pp. 14-17.

The Teaching Education and Learning to Teach (TELT) study examined induction programs among others; findings are summarized for mentoring as well as other helpful practices.

Kozisek, Julie A. "Research Reports: The Effects of a Planned Induction Program on First-Year Teachers," ATE NEWSLETTER, Vol. 24, No. 1 (September/October, 1990), entire issue.

Recommends that colleges help initiate and train a cadre of mentors; college personnel should provide seminars for first-year teachers; colleges should provide coursework that relates to teaching and the first year for both beginning teachers and mentors; a support team should be formed for the beginning teacher; and, there should be a commitment by all personnel involved.

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Ladestro, Debra. "Learning from the Experienced," TEACHER MAGAZINE, Vol. 3, No. 2 (October, 1991), pp. 20-21.

Research shows mentoring programs improve teaching, raise teacher's self-confidence, and increase teacher retention; however, high cost has made them targets for state and local budget cuts.

Larke, Patricia J., Donna Wiseman, and Charmaine Bradley. "The Minority Mentorship Project: Changing Attitudes of Preservice Teachers for Diverse Classrooms," ACTION IN TEACHER EDUCATION, Vol. XII, No. 3 (Fall, 1990), pp. 5-11.

Proposes that cross-cultural mentoring, multicultural education, and human relations training can be used to help preservice teachers work with diverse student populations.

Lawson, Hal A. "Beyond the New Conception of Teacher Induction," JOURNAL OF TEACHER EDUCATION, Vol. 43, No. 3 (May/June, 1992), pp. 163-72.

Identifies the social, political, and educational influences that contribute to the popularity of formal teacher induction/mentor programs. Offers support for an approach to induction that is grounded in the conception of teaching as a moral, political, and intellectual enterprise.

Littleton, Pam, and Mark Littleton. "Induction Programs for Beginning Teachers," THE CLEARING HOUSE, Vol. 62, No. 1 (September, 1988), pp. 36-38.

Outlines a teacher effectiveness training model that includes the assignment of a mentor.

Loyd, C. Michael, et al. "Mentors Make It Easier," VOCATIONAL EDUCATION JOURNAL, Vol. 66, No. 6 (September, 1991), pp.30-33

Discusses mentoring programs in Ohio and Alaska; teacher-initiated activities and sufficient time to develop relationships are hallmarks of the programs.

Manley, Merlin, Lee Siudzinski, and Leonard J. Varah. "Easing the Transition for First Year Teachers," NASSP BULLETIN, Vol. 73, No. 515 (March, 1989), pp. 16-21.

Describes a teacher induction program that includes personal development plans and seminars for the beginning teacher.

Marso, Ronald N., and Fred L. Pigge. "Teacher Mentor Induction Programs in Ohio: An Assessment by First-Year Teachers," Vol. 18, No. 2 (1990), pp. 8-14.

While the formal mentor is an essential element in the first year of a beginning teacher, the presence of the formally designated mentor is unlikely to be sufficient. The study suggests that principals give relatively more attention to the less well prepared first-year teacher while mentor teachers spend more time with the better prepared.

"Mentoring Teachers," THEORY INTO PRACTICE, Vol. XXVII, No. 3 (Summer, 1988), entire issue.

Thematic collection deals with issues, definitions, selection, and training of mentors.

Merseth, Katherine K. "First Aid for First-Year Teachers," PHI DELTA KAPPAN, Vol. 73, No. 9 (May, 1992), pp. 678-83.

Likens computers to first aid kits in support of beginning teachers: simple to use, inexpensive, intended to address minor problems and to prevent serious complications. Electronic networks offer assurance of accessible, nonjudgmental resources without supplanting professional knowledge, education, and experience.

Moran, Sheila W. "Schools and the Beginning Teacher," PHI DELTA KAPPAN, Vol. 72, No. 3 (NOVEMBER, 1990), pp. 210-213.

Acknowledges the myth that beginning teachers are fully equipped to handle problems; suggests beginner peer groups and early professional development to handle the demands of teaching.

Murphy, Diane S., Carolyn Colvin, and Ann I. Morey. "Helping New Teachers Become Thoughtful Practitioners," EDUCATIONAL HORIZONS, Vol. 68, No. 4 (Summer, 1990), pp. 183-186.

Describes a collaborative project between San Diego State University and the San Diego Unified School District that provides support for the beginning teacher.

Odell, Sandra J., and Douglas P. Ferraro. "Teacher Mentoring and Teacher Retention," JOURNAL OF TEACHER EDUCATION, Vol. 43, No. 3 (May/June, 1992), pp. 200-04.

Discusses a survey of beginning elementary teachers four years after their initial, mentored-teaching year. The 96 percent still teaching said they most valued the emotional support they received from mentors.

Paisley, Pamela O. "Counselor Involvement in Promoting the Developmental Growth of Beginning Teachers," JOURNAL OF HUMANISTIC EDUCATION AND DEVELOPMENT, Vol. 29, No. 1 (September, 1990), pp. 20-31.

Evaluates the effect on beginning teachers of participation in counslor-led support groups and in a mentoring program.

Reiman, Alan J., et al. "Linking Staff Development and Teacher Induction," JOURNAL OF STAFF DEVELOPMENT, Vol. 9, No. 4 (Fall, 1988), pp. 52-58.

Guidelines for developing programs for induction; based on the North Carolina experience.

Reynolds, Anne. "What is Competent Beginning Teaching? A Review of the Literature," REVIEW OF EDUCATIONAL RESEARCH, Vol. 62, No. 1 (Spring, 1992), pp. 1-35.

Presents findings from the literature on effective teaching along with research on learning to teach; discusses differences between beginning and experienced teachers in the domains of teaching tasks.

Rogers, Beth. "Mentoring Takes a New Twist," HR MAGAZINE, Vol. 37, No. 8 (August, 1992), pp. 48-51.

Describes "mentoring circles" from a human resources perspective in the corporate world.

Sanchez, Barbara and Harris, Judi. "Online Mentoring: A Success Story," LEARNING AND LEADING WITH TECHNOLOGY, Vol. 23, No. 8 (May 1996), pp. 57-60.

Describes the Internet-based Electronic Emissary Project that helps teachers locate other Internet account holders who are subject matter experts in different disciplines for the purpose of setting up curriculum-based electronic exchanges among experts and elementary and secondary students and teachers.

Schulz, Susan F. "The Benefits of Mentoring," NEW DIRECTIONS FOR ADULT AND CONTINUING EDUCATION, No. 77 (Summer 1995), pp. 57-67.

The mentoring relationship can enhance mentors' own psychosocial development and growth; proteges gain from the synergy that results. Organizational benefits include improved recruitment and induction, better staff planning, and increased continuity as older and younger persons contribute to the workplace and community.

Shelton, Maria M., et al. "Great Beginnings," EXECUTIVE EDUCATOR, Vol. 14, No. 1 (January, 1992), pp. 27-29.

Gives an overview of an orientation program for beginning teachers that helps them survive. Six sessions are each devoted to a broad topic: key people, facilities, organizational structure and expectations, student policies, teacher policies, and resources.

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Sindelar, Nancy W. "Development of a Teacher Mentorship Program: High Professionalism and Low Cost," ERS SPECTRUM, Vol. 10, No. 2 (Spring, 1992), pp. 13-17.

Recommends a systematic, organized approach to mentoring with positive results for both mentors and new teachers; careful scheduling and thoughtful planning can foster the mentor-protege relationship at little additional expense; emphasis on professionalism.

Smithey, Margaret, W. and Evertson, Carolyn M. "Tracking the Mentoring Process: A Multimethod Approach," JOURNAL OF PERSONNEL EVALUATION IN EDUCATION, Vol. 9, No. 1 (January, 1995), pp. 33-53.

Multiple methods are advocated as a way of understanding and documenting the complex tasks and relationships of the mentoring process. The methods used in a multisite study of 35 mentors and 20 interns in their induction year are described. Preliminary results indicate that mentoring is not a linear process.

Stallion, Brenda K., and Nancy L. Zimpher. "Classroom Management Intervention: The Effects of Training and Mentoring on the Inductee Teacher's Behavior," ACTION IN TEACHER EDUCATION, Vol. XIII, No. 1 (Spring, 1991), pp. 42-50.

Finds that mentoring is an effective vehicle to improve instructional practices of beginning teachers; provides a conceptual framework for intervention strategies.

Stevens, Nancy H. "R and R for Mentors: Renewal and Reaffirmation for Mentors as Benefits from the Mentoring Experience," EDUCATIONAL HORIZONS, Vol. 73, No. 3 (Spring 1995), pp. 130-37.

Examines what mentors reap from the mentoring experience and why they volunteer in the first place. Investigates elementary and secondary school mentors and the link between mentoring and Erikson's theory relating to the generativity stage in adult development.

Stewart, Dorothy K. "Mentoring in Beginning Teacher Induction: Studies in the ERIC Data Base," JOURNAL OF TEACHER EDUCATION, Vol. 43, No. 3 (May/June, 1992), pp. 222-226.

Lists citations for both journals and ERIC documents that focus on the analysis of programs: needs analysis, program design, factors necessary for establishing a program, funding, benefits to mentors and mentored, and pitfalls to avoid.

Teitelbaum, Harry. "Supervision of the New Teacher," AMERICAN SECONDARY EDUCATION, Vol. 20, No. 3 (1992), pp. 8-12.

Discusses the orientation of the new teacher in terms of pre-school orientation, first weeks of the academic year, and the first year; notes that new teacher priorities involve emotional support and encouragement.

Texley, Juliana. "Nurturing Newcomers," SCIENCE TEACHER, Vol. 63, No. 7 (October 1996), pp. 24-27.

Discusses ways to welcome and nurture new teachers into a school system, help them adapt to the system, and make constructive use of the ideas they bring with them.

"Theme: Induction and Mentoring," JOURNAL OF TEACHER EDUCATION, Vol. 43, No. 3 (May-June, 1992), entire issue.

Theme issue that includes an article by Leslie Huling-Austin on the research of learning to teach and its implications for induction and mentoring. Other articles look at innovative programs, teacher retention, and an analysis of roles and activities for teacher mentoring.

Thomson, W. Scott and Hawk, Parmelee P. "PROJECT DIST-ED: Teleconferencing as a Means of Supporting and Assisting Beginning Teachers," ACTION IN TEACHER EDUCATION, Vol. 17, No. 4 (Winter 1996), pp. 9-17.

Through the use of videotaping and postconferencing via a telecommunication link, first-year North Carolina teachers received assistance from a support team composed of a site mentor and a university professor in a remote site. The paper describes the project and its results, which the participants considered a limited success.

Tomlin, Michael E. "The Evolution of a New Teacher," EXECUTIVE EDUCATOR, Vol. 15, No. 2 (March, 1993), pp. 39-40.

Suggests that the period just after the new teacher is hired establishes the teacher's future attitude about the profession; districts must create an induction connection that can include a teacher sponsor, support staff, personnel office staff, curriculum and instruction supervisors, community members, and collegial support group members.

Tonnsen, Sandra, and Susan Patterson. "Fighting First-Year Jitters," EXECUTIVE EDUCATOR, Vol. 14, No. 1 (January, 1992), pp. 29-30.

Makes the point that first-year teachers often expect to accomplish what the veteran teacher has been doing for years, with equal success and equal lack of support; however, curriculum, instruction, and classroom management techniques are often omitted from teacher education programs. Remedies are suggested.

Valli, Linda. "Beginning Teacher Problems: Areas for Teacher Education Improvement," ACTION IN TEACHER EDUCATION, Vol. XIV, No. 1 (Spring, 1992), pp. 18-25.

Discusses four common problems of beginning teachers: imitation of cooperating teachers, isolation from peers, transfer of acquired knowledge, and teaching techniques.

VanZandt, C.E.and Nancy S. Perry. "Helping the Rookie School Counselor: A Mentoring Project," THE SCHOOL COUNSELOR, Vol. 39, No. 3 (January, 1992), pp. 158-163.

Focuses on the need for formal systems to provide mentors for first year counselors to prevent haphazard mentoring in which the mentor may feel like an intruder and the beginning counselor may feel reluctant to ask for help.

Wagner, Laura A. "Ambiguities and Possibilities in California's Mentor Teacher Program," EDUCATIONAL LEADERSHIP, Vol. 43, No. 3 (November, 1985), pp. 23-29.

A critical evaluation of California's Mentor Teacher Program (see Cox, above, for a later assessment from California).

Wilson, Ben and Ireton, Elmer. "Improving Mentor Teacher Effectiveness," RURAL EDUCATOR, Vol. 17, No. 2 (Winter 1996), pp. 28-30.

A group of mentor teachers recently ranked 11 competencies related to the role of mentoring a beginning teacher. Classroom management was ranked as the most important competency. An additional 24 competencies were identified and are presented with commentary.

Witmer, Judith T. "Mentoring: One District's Success Story," NASSP BULLETIN, Vol. 77, No. 550 (February 1993), pp. 71-78.

A well-planned formal mentor program established for continuous peer support is the ideal system for both tenured and untenured faculty. A Pennsylvania program has six full-time mentors to help teachers during and after school. The program is rooted in the concepts and practices of peer coaching, counseling, and support. Mentors' qualifications, training, and performance responsibilities are described.

Yamamoto, K. "To See Life Grow: The Meaning of Mentorship", THEORY INTO PRACTICE, Vol. 27, No. 3, pp. 183-189.

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Selected ERIC Documents

Ackley, Blaine, and M. D. Gall. Skills, Strategies, and Outcomes of Successful Mentor Teachers. San Francisco: American Educational Research Association, 1992, 38 pp. ERIC Document No. 346-046.

Examines role of effective mentor teachers by analyzing the strategies/skills they used, the obstacles and problems they encountered, and achieved outcomes.

Anderson, Mark E., et al. New Kids on the Block: How to Recruit, Select, and Orient School Employees. San Diego, CA: American Association of School Administrators, 1992, 39 pp. ERIC Document No. 343-238.

Includes organizing strategies for recruitment and selection, practices for attracting capable teacher candidates, stages in the screening/hiring process; and strategies for new teacher orientation.

Bercik, Janet T. "The Principal's Role in Mentoring," STREAMLINED SEMINAR, Vol. 13, No. 3 (December 1994). ERIC Document No. 378-687.

This document describes the principal's role in supervising a teacher mentoring program. It provides tips for guiding mentors and describes the characteristics of a good mentor. Guidelines for pairing mentors with proteges are offered, which focus on recognizing the important characteristics of a good mentoring relationship. The key, for principal, is to act as a team builder and to maximize the mentor's effectiveness.

Bower, Ann M. Doorway to Success in the New York State Mentor Teacher-Internship Program: The Relationship. San Antonio, TX: Annual Conference of the National Council of States on Inservice Education, 1989, 13 pp. ERIC Document No. 315-385.

Describes the state-funded internship program; focus is on building a mutually rewarding relationship between the mentor and the novice teacher. Notes that the more positive the relationship, the more likely that transformation of both teachers will take place.

Dinham, Steve. Teacher Induction: Implications of Recent Research for Educational Administrators. Darwin, Australia: Australian Council for Educational Administration, 1992, 10 pp. ERIC Document No. 350-712.

Offers a review of literature on teacher induction and provides a series of guiding principles for designing a teacher induction program; notes that teacher programs should be viewed as a right that focuses on helping rather than evaluating the beginning teacher.

Feiman-Nemser, Sharon. Helping Novices Learn to Teach: Lessons from an Experienced Support Teacher. East Lansing, MI: National Center for Research on Teacher Learning, 1992, 22pp. ERIC Document No. 343-887.

Based on a case study of a 30-year veteran teacher, defines the essence of mentoring in terms of adopting a stance of co-thinker rather than expert and achieving a balance between the desire to share personal knowledge of good teaching with the need to help novices construct their own versions. Presumes the value of discourse about teaching and learning among teachers.

Feiman-Nemser, Sharon, and Michelle B. Parker. Mentoring in Context: A Comparison of Two U.S. Programs for Beginning Teachers. East Lansing, MI: National Center for Research on Teacher Learning, 1992, 21 pp. ERIC Document No. 346-091.

Looks at casting mentors as local guides, educational companions, and as agents of cultural change.

Ganser, Tom. Getting Off to a Good Start: A Collaborative Mentoring Program for Beginning Teachers. Chicago: Annual Diversity in Mentoring Conference, 1992, 17 pp. ERIC Document No. 343-899.

Describes a cooperative program uniting resources and personnel of a university, a department of public instruction, and small-medium sized school districts; discusses feedback and future directions that include more linkage between present and past participants.

Ganser, Tom. How Mentors Describe and Categorize Their Ideas About Mentor Roles, Benefits of Mentoring, and Obstacles to Mentoring. Los Angeles, CA: Association of Teacher Educators, 1993, 25 pp. ERIC Document No. 354-237.

Studied the results of a meeting with mentor teachers and the discussion of their roles; teachers emphasized their assistance in terms of curriculum and instructional needs and providing them with professional support and encouragement.

Ganser, Tom, et al. The Perceptions of School Principals about a Mentoring Program for Newly Hired Urban School Teachers. Atlanta, GA: Diversity in Mentoring Conference of the International Mentoring Association, 1993, 21 pp. ERIC Document No. 357-015.

Reports on the collaborative process used to develop and implement an urban mentor teacher program; qualified teachers were released from their teaching duties to become full-time mentors. Evaluative data show that the principals strongly supported the program, but they expressed feelings of being inadequately informed about the program and having less involvement than they would have liked.

Ganser, Tom. A Road Map for Designing Quality Mentoring Programs for Beginning Teachers. Stevens Point: WI: Annual Conference of the Wisconsin Association for Middle Level Education, 1995, 16 p. ERIC Document No. 394-932.

Offers suggestions on how to help new teachers during their first year of teaching by offering a mentorship program with an established teacher on the school staff. Approaching the project as a full-staff development project is suggested as one way to a successful program. It is also recommended that one take time to outline carefully what is expected of the mentor and the beginning teacher, allowing for flexibility. Mentors should be formally prepared for their role as mentor, and they should receive on-going support in this role. Further considerations are that the mentoring program is an addition to, not a substitute for, principal and teacher assistance to first-year teachers and that the working environment conditions must be considered. It is suggested that such a mentorship program is a powerfully positive professional experience for both the beginning and veteran teacher.

Hale, Marilyn. Perceptions of Participants in the Orientation Buddy Program in Area 10. Ontario: Scarborough Board of Education, 1992, 39 pp. ERIC Document No. 356-202.

Discusses the evaluation of a buddy system designed to help teachers through the early months of teaching. Each first-year teacher was paired with an orientation buddy; results indicated that both buddies and participating principals were interested in being involved in the program again.

Hulick, Chuck, and Bobby G. Malone. The Kentucky Beginning Teacher Internship Program: A Preliminary Evaluation. New Orleans: Annual Conference on Inservice Education, 1988, 27 pp. ERIC Document No. 313-327.

Describes the state-mandated program that issues a teacher candidate a certificate of eligibility valid for one year and gives four years to complete a year of internship. Describes the process of forming a committee for the beginning teacher and the roles and duties of this committee and the liaison with the teacher training institution.

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Kamii, Mieko, and Susan Harris-Sharples. Mentors and New Teachers: Reshaping the Teaching Profession in Massachusetts. Boston: Report of the Wheelock College Conference on Mentor Teacher Training, 1988, 44 pp. ERIC Document No. 313-331.

Puts emphasis on effective mentoring programs as communal enterprises involving mentors, new teachers, principals, parents, school districts, colleges and universities, and the state.

Knight, Cheryl S., and J. Pat Knight. "Rebuilding a Positive Self-Image for Mentor Teachers." Eric Document Reproduction Service, ED 340-698.

Presents the necessary activities of the mentor/mentee relationship including building positive self-images for both.

Lemberger, Dorothy. The Mantle of a Mentor: The Mentor's Perspective. San Francisco: American Educational Association, 1992, 35 pp. ERIC Document No. 346-088.

Concludes that, if teachers are to bring about educational reform, structural changes need to give mentors specific time and authority to interact with teachers in the classroom.

Manthei, Judith. The Mentor Teacher as Leader: The Motives, Characteristics and Needs of Seventy-Three Experienced Teachers Who Seek a New Leadership Role. San Francisco: American Educational Research Association, 1992, 27 pp. ERIC Document No. 346-042.

Findings of this study conclude that teachers are motivated to prepare for formal mentoring roles primarily to stimulate their own professional growth.

Renegar, Sandra L., et al. Beginning Teacher/Mentor Teacher Interaction: A Process Approach. Orlando, FL: Association of Teacher Educators, 1992, 15 pp. ERIC Document No. 347-136.

Includes a description of mentoring workshops in Missouri developed in response to a statewide initiative; discusses professional development plans, new certification requirements, effective teaching, and classroom management strategies.

Tauer, Susan M. The Mentor-Protege Relationship and Its Effects on the Experienced Teacher. New York, NY: Annual Meeting of the American Educational Research Association, 1996, 20 pp. ERIC Document No. 397-004.

This study examined the perceptions of experienced teachers who had taken on formal roles as mentor teachers. Results emphasized the idiosyncratic nature of the mentor/mentee relationship, and found the district/school culture surrounding the mentor program to have a significant influence on the relationship. The importance of training for mentor teachers in specific skills such as active listening, clinical supervision, and adult development is also stressed.

Vonk, J.H.C. Conceptualizing the Mentoring of Beginning Teachers. New York, NY: Annual Conference of the American Educational Research Association, 1996, 14 pp. ERIC Document No. 400-241.

Reports on an element of a long term research project on the development of a conceptual framework for the training of mentors of beginning teachers. This paper reports on a case study of the first aspect, mentors' perceptions about mentoring. It was found that the collaborative nondirective approach dominated, that mentors expected a development plan from their protegees, and that mentors supported protegees only on request. It is concluded that, especially in the beginning of the induction process, mentors need to take up their role of instructor more explicitly and work out strategies that will guide the beginning teachers in the process of planning and monitoring their own learning.

Ware, Ralph H. The Collaborative Role of Higher Education in the Mentor Teacher-Internship Program in New York State. Orlando, FL: Association of Teacher Educators, 1992, 27 pp. ERIC Document No. 343-866.

Results of a state-wide survey of the New York Mentor Teacher-Internship Program; concludes that the crucial role of higher education needs to be acknowledged and that criteria for continuing assistance for teacher professional development must be agreed upon.

Zamparelli, Debra. Teacher Assistance Program: A Developmental Induction Program for Beginning Teachers. Ft. Lauderdale: Nova University (Practicum), 1992, 89 pp. ERIC Document No. 350-290.

Provides a description of a program that gave novice teachers opportunities for regular contact with an experienced teacher, encouraged demonstration of positive self-perceptions as professionals, and assisted in the development of effective teaching strategies. Data indicated that novice teachers found the program helpful and recommended its continuation.

Selected Books\Reports

Resources listed here include titles on mentoring and on effective instruction, discipline and motivation to help support the ongoing professional development of new teachers and mentors.

Barber, L. EFFECTIVE CLASSROOM INSTRUCTION. Bloomington, IN: Center on Evaluation Development and Research, 1987.

Bey, T. and Holmes, C., ed. MENTORING: DEVELOPING SUCCESSFUL NEW TEACHERS. Reston, VA: Association of Teacher Educators, 1990.

Bluestein, J. MENTORS, MASTERS, AND MRS. MACGREGOR: STORIES OF TEACHERS MAKING A DIFFERENCE. Deerfield Beach, FL: Health Communications, 1995.

Bosch, K. and Kersey, K. THE FIRST YEAR TEACHER: TEACHING WITH CONFIDENCE (K-8). Washington, DC: National Education Association, 1994.

Brookfield, S. THE SKILLFUL TEACHER. San Francisco, CA: Jossey-Bass Publishers, 1990.

Brooks, J. and Brooks, M. IN SEARCH OF UNDERSTANDING: THE CASE FOR CONSTRUCTIVIST CLASSROOMS. Alexandria, VA: Association for Supervision and Curriculum Development, 1993.

Bullock, R. FIRST YEAR TEACHER: A CASE STUDY. New York: Teachers College Press, 1989.

Caine, R. and Caine, G. MAKING CONNECTIONS: TEACHING AND THE HUMAN BRAIN. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.

Chernow, C. and Chernow, F. CLASSROOM DISCIPLINE SURVIVAL GUIDE FOR MIDDLE SCHOOL/ JUNIOR HIGH TEACHERS. West Nyack, NY: The Center for Applied Research in Education, 1989.

Cruickshank, D. RESEARCH THAT INFORMS TEACHERS AND TEACHER EDUCATORS. Blooming, IN: Phi Delta Kappa Educational Foundation, 1990.

Cummings, C. TEACHING MAKES A DIFFERENCE. Edmonds, WA: Snohomish Publishing Company, 1988.

DeBolt, G. TEACHER INDUCTION AND MENTORING: SCHOOL-BASED COLLABORATIVE PROGRAMS. Albany, NY: State University of New York Press, 1992.

Fuery, C. ARE YOU STILL TEACHING? A SURVIVAL GUIDE TO KEEP YOU SANE. Captiva Island, FL: Sanibel Sanddollar Publications, Inc., 1993.

Fuery, C. WINNING YEAR ONE: A SURVIVAL MANUAL FOR FIRST YEAR TEACHERS. Captiva Island, FL: Sanibel Sanddollar Publications, Inc., 1993.

Glickman, C. SUPERVISION OF INSTRUCTION: A DEVELOPMENTAL APPROACH. Boston, MA: Allyn and Bacon, Inc., 1985.

Golub, J. ACTIVITIES TO PROMOTE CRITICAL THINKING. Urbana, IL: National Council of Teachers of English, 1986.

Good, T. and Brophy, J. LOOKING IN CLASSROOMS, FOURTH EDITION. New York: Harper & Flow, Publishers, Inc., 1987.

Hargreaves, A. and Fullan, M. UNDERSTANDING TEACHER DEVELOPMENT. New York: Teachers College Press, 1992.

Harmin, M. IINSPIRING ACTIVE LEARNING: A HANDBOOK FOR TEACHERS. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Jones, F. POSITIVE CLASSROOM DISCIPLINE. New York: McGraw-Hill, Inc., 1987.

Kane, P. THE FIRST YEAR OF TEACHING: REAL WORLD STORIES FROM AMERICA'S TEACHERS. New York: Mentor, 1991.

Klein, K., ed. EVALUATION OF TEACHING: THE FORMATIVE PROCESS. Bloomington, IN: Center on Evaluation Development and Research, 1991.

Kohn, A. PUNISHED BY REWARDS: THE TROUBLE WITH GOLD STARS, INCENTIVE PLANS, A's, PRAISE, AND OTHER BRIBES. Boston: Houghton Mifflin, 1993.

Kronowitz, E. YOUR FIRST YEAR OF TEACHING AND BEYOND, 2nd ed. White Plains, NY: Longman, 1996.

Laws, B. and Ackes, M. THE MORE THAN JUST SURVIVING HANDBOOK: ESL FOR EVERY CLASSROOM TEACHER. Winnipeg, MB Canada: Peguis Publishers Limited, 1990.

Little, J. and Nelson, L. A LEADER'S GUIDE TO MENTOR TRAINING. Eugene, OR: ERIC Clearinghouse on Educational Management, 1990.

Loucks-Horsley, S., et al. CONTINUING TO LEARN: A GUIDEBOOK FOR TEACHER DEVELOPMENT. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1987.

Lux, D., ed. THEORY INTO PRACTICE: MENTORING TEACHERS. Columbus: Ohio State University, Summer 1988.

Marzano, R. A DIFFERENT KIND OF CLASSROOM: TEACHING WITH DIMENSIONS OF LEARNING. Alexandria, VA: The Association for Supervision and Curriculum Development, 1992.

McIntyre, S. and Williams, S., ed. TEACHING EFFECTIVE LEARNING STRATEGIES. Bloomington, IN: Center on Evaluation Development and Research, 1991.

Newcombe, Ellen. PERSPECTIVES ON TEACHER INDUCTION: A REVIEW OF THE LITERATURE AND PROMISING PROGRAM MODELS. Philadelphia, PA: Research for Better Schools, 1990.

Newton, A., Bergstrom, K., Brennan, N., Dunne, K., Gilbert, C., Ibarguen, N., Perez-Selles, M., Thomas, E. MENTORING: A RESOURCE AND TRAINING GUIDE FOR EDUCATORS. Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands, 1994.

Noar, G. INDIVIDUALIZED INSTRUCTION: EVERY CHILD A WINNER. New York: John Wiley & Sons, Inc., 1972.

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Peterson, R. LIFE IN A CROWDED PLACE: MAKING A LEARNING COMMUNITY. Portsmouth, NH: Heinemann, 1992.

Rimm, S. UNDERACHIEVEMENT SYNDROME: CAUSES AND CURES. Watertown, WI: Apple Publishing Company, 1986.

Schwartz, S. DEALING WITH THE UNEXPECTED: A SITUATIONAL APPROACH FOR TEACHERS. Belmont, CA: Wadsworth Publishing Company, 1983.

Shalaway, L. LEARNING TO TEACH: NOT JUST FOR BEGINNERS. Stanford, CA: Edgell Communications, 1989.

Shulman, J. and Colbert, J. THE INTERN TEACHER CASEBOOK. Eugene, OR: ERIC Clearinghouse on Educational Management, 1987.

Shulman, J. and Colbert, J. THE MENTOR TEACHER CASEBOOK. Eugene, OR: ERIC Clearinghouse on Educational Management, 1987.

Shulman, R.B. CLASSROOM ENCOUNTERS: PROBLEMS, CASE STUDIES AND SOLUTIONS. Washington, DC: National Education Association, 1989.

Warner, J. and Bryan, C. THE UNAUTHORIZED TEACHER SURVIVAL GUIDE. Indianapolis, IN: Park Avenue Publishers, 1995.

Wong, H. and Wong, R. THE FIRST DAYS OF SCHOOL: HOW TO BE AN EFFECTIVE TEACHER. Sunnyvale, CA: Harry Wong Publications, 1991.

Zimpher, N. and Grossman, J. "Collegial Support by Mentors and Peer Consultants", SUPERVISION IN TRANSITION: 1992 ASCD YEARBOOK. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

Selected Resources to Order

BRIDGES TO STRENGTH: ESTABLISHING A MENTORING PROGRAM FOR BEGINNING TEACHERS. Tennessee Education Association, 1988.

This three-part series addresses each aspect of establishing a mentoring program and includes an administrator's guide, a beginning teacher's handbook and a mentor resource book.

To Order: Guide $4.00, Handbook $4.00, Resource book $4.50
Telephone: 1-800-624-9120
FAX: 304-347-0487

DISCIPLINE WITH LOVE AND LOGIC: TEACHER TRAINING COURSE. (Video). Jim Fay and Foster W. Cline. The Love and Logic Press, 1994.

A series of six videotapes and study guides that lead teachers through the concepts of Fay's "Love and Logic" concepts of discipline either through group or individual study.

To Order: $249.95
Love and Logic Press
2207 Jackson Street
Golden, CO 80401
Telephone: 1-800-338-4065

Gordon, Stephen P. HOW TO HELP BEGINNING TEACHERS SUCCEED. Alexandria, VA: Association for Supervision and Curriculum Development, 1991. 84 pp.

The Beginning Teacher Assessment Program is an effort to provide ongoing support for new teachers during the induction period (up to three years). The program stresses individualized help that ranges from moral support to conducting seminars.

To Order: $6.95 (Member), $8.95 (Non-member) (Stock No. 611-91172)
Association for Supervision and Curriculum Development
1250 Pitt Street
Alexandria, VA 22314-1403
Telephone: (703) 549-9110 FAX (703) 549-3891

Heller, Mel P., and Nancy W. Sindelar. DEVELOPING AN EFFECTIVE TEACHER MENTOR PROGRAM. Bloomington, IN: Phi Delta Kappan Educational Foundation, 1991.

To Order: $3.00 + shipping (non-member) $2.25 (member)
Phi Delta Kappa
P. O. Box 789
Bloomington, IN 47402-0789
Telephone: (812) 339-1156
FAX: (812) 339-0018

Huling-Austin, Leslie, Sandra J. Odell, Peggy Ishler, Richard S. Kay, and Roy A. Edelfelt. ASSISTING THE BEGINNING TEACHER. Reston, VA: Association of Teacher Educators, 1989.

To Order: $10.00 (non-member) $8.50 (member)
Association of Teacher Educators
1900 Association Drive
Suite ATE
Reston, VA 22091
Telephone: (703) 620-3110
FAX: (703) 620-9530

Lortie, Dan. SCHOOLTEACHER: A SOCIOLOGICAL STUDY. Chicago: University of Chicago Press, 1977.
This classic study provides a base line of information on teachers' values, attitudes, and experiences.

To Order: $12.95
University of Chicago Press
11030 S. Langley Avenue
Chicago, IL 60628
Telephone: (773) 702-7700
FAX: (800) 621-8476

MENTORING: CONTEMPORARY PRINCIPLES AND ISSUES. Teresa M. Bey and C. Thomas Holmes, eds. Reston, VA: Association of Teacher Educators.

To Order: $9.95
Directly from Dr. Holmes
Telephone: (706) 542-0913

MENTORING THE NEW TEACHER. (Video) Alexandria, VA: Association for Supervision and Curriculum Development. Developed and produced by James B. Rowley and Patricia M. Hart, University of Dayton School of Education, Dayton, Ohio.
A series of eight case studies: Dealing with Students' Personal Problems, Classroom Discipline, Planning Classwork, Lack of Instructional Resources, Parent Relations, Motivating Students, Dealing with Individual Differences, and Evaluating Student Work. Also includes a 170-page Facilitator's Guide.

To Order: $685.00 (ASCD members)
785.00 (non-members)
ASCD
1250 N. Pitt Street
Alexandria, VA 22314
Order Processing: 703-549-9110
FAX: 703-549-3891

Sullivan, Cheryl Granade. HOW TO MENTOR IN THE MIDST OF CHANGE. Alexandria, VA: Association for Supervision and Curriculum Development, 1992. 39 pp.

Designed to provide resources, insights, and descriptions about concepts, approaches, activities, and ideas associated with mentoring; may be used to strengthen self-contained mentoring programs or to provide skills needed for reform efforts.

To Order: $6.95 (member) $8.95 (non-member) (ISBN No. 0-87120-191-7)
Association for Supervision and Curriculum Development
(See above.)

TEACHER INDUCTION. Judy Reinhartz, ed. Washington, DC: National Education Association, 1989.

To Order: $14.95 (non-member) $12.95 (member)
NEA Professional Library
P. O. Box 509
West Haven, CT 06516
Telephone: (203) 934-2669